



## Pupil Premium Strategy Statement 2024-27

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

The Pupil Premium funding at Manor Drive Primary Academy will be utilised to enhance the academic achievement of all eligible pupils, including those with high potential.

As a growing school within a newly established community, Manor Drive has been expanding to meet local needs. In September 2024, the school began offering placements for Years Three and Four addressing the challenges faced by families traveling to out-of-catchment schools. We are proud to serve a diverse community, which includes a significant number of EAL (English as an Additional Language) pupils and members of a settled Traveller community.

### Academy Overview

Detail	Data
School name	Manor Drive Primary Academy
Number of pupils in school	287
Proportion (%) of pupil premium eligible pupils	91 Pupil Premium 32%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2027
Date this statement was published	September 2025
Date on which it will be revised	September 2026
Statement authorised by	Jonathan Theobald
Pupil Premium Lead	Emma Marks / Libby Parrott
Governor	Jonathan Theobald (Sept 2025) Governor for disadvantaged pupils.



## Funding Overview 2025-2026

Detail	Amount
Pupil premium funding allocation this academic year	£65,492
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£65,492
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



## Part A: Pupil Premium Strategy Plan

### Statement of intent

All members of staff and the Local Governing Committee at Manor Drive Primary Academy accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and challenging environment. We hope that each child will develop a love for learning and acquire skills and abilities in order to fulfil their potential and as an adult find employment. Early identification is paramount and the staff at Manor Drive Primary Academy, with guidance from the Leadership Team, Trust SENCO and classroom-based staff, need to consider that the children may need all the help that they can to grasp the basic skills of reading, writing and maths. Without skills, knowledge and expertise in the core subjects there would be a barrier to accessing the full curriculum. High quality teaching is at the core of the strategy and approach we take. This has the greatest impact on closing the gap between disadvantaged and non-disadvantaged pupils. The aim is for the disadvantaged children to achieve in line with their peers. High quality development of teachers and support staff is a key part of our school's approach to improving the quality of teaching and learning. Our approach also takes into consideration the wider strategies to support the worst affected pupils across school, including non-disadvantaged children, by ensuring our pupils have access to high quality resources and experiences that help to shape the individual. No child should miss out on a high-quality educational experience where barriers can be reduced or even removed with the correct, identified support.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	In Academy Barriers
1	Children have low oracy skills and basic vocabulary on entry to the academy. Assessments, observations, and discussions with pupils indicate under-developed communication and language skills. Underdeveloped oral language skills and vocabulary gaps are prevalent among our very young children, children with EAL and our disadvantaged pupils within both EYFS and KS1.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Barriers to learning due to social and emotional needs.
4	The gap between Pupil Premium and Non-Pupil Premium can widen as they move through the academy.



5	Some children have not secured number sense or quick recall of basic number facts which creates barriers in their understanding. We need to Improve maths attainment and progress among disadvantaged pupils.
6	Increased SEND and EHCP numbers across all year groups due to a lack of specialist placements.

### Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve oracy and early language development so that all children, including those with EAL and from disadvantaged backgrounds, make accelerated progress in communication and vocabulary acquisition.	Assessments, observations and pupil voice show that pupils demonstrate stronger spoken language, wider vocabulary use and improved confidence in communication; the proportion of children meeting age-related expectations in speaking and listening increases, with those previously below expected making accelerated progress and gaps for EAL and disadvantaged pupils significantly reduced.
Improved phonics and reading outcomes for Pupil Premium children	Phonics Screening results reach at least National Average.
Children will receive high quality emotional literacy support to build their resilience and self-esteem.	School behaviour policy and school support systems will enable children to utilise taught strategies within their learning and social interactions at school. Families will feel supported, this is captured through timely questionnaires and evidenced through Early Help accessed. There will be clear support and communication between home and school. Whole school attendance and PA will be at least in line with national. There will be no gap in attendance between PP and NPP.
The gap between Pupil Premium and Non-Pupil Premium will close as they move through the academy.	Quality interventions and effective assessment demonstrate that disadvantaged children make good progress. The gap between pupil premium and non-pupil premium closes.
Improved maths attainment and progress among disadvantaged pupils	Quality first teaching and effective assessment demonstrate that disadvantaged children make good progress. Well-chosen interventions show good progress measures for identified pupils. The gap between pupil premium and non-pupil premium closes.
Strengthen staff knowledge and practice so the school can effectively support the	Disadvantaged children on SEND register make appropriate progress for their ability.



increasing number of disadvantaged pupils with SEND needs.	
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### Activity in this Academic Year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2954.88

- Sounds Write training and resources £1500
- Maths CPD and release time £1454.88

Activity	Evidence that supports this approach (research evidence)	Challenge number (s) addressed.
Continued professional development in using Sounds Write programme to secure stronger phonics teaching for all pupils. Including the introduction of rapid catch-up programme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:  <a href="#">Phonics   EEF</a>	1, 2, 4
Purchasing phonics resources for intervention aligned to Sounds Write Scheme	Children will have greater opportunities to read texts and sentence cards that are matched to their current learning in order to apply phonics decoding skills on a daily basis. PP children will have access to a wider variety of texts to support home reading.  <a href="#">Phonics   EEF</a>  <a href="#">Decodable Texts Matter   Reading Simplified</a>	1, 2, 4
Embedding our maths teaching and curriculum	The impact of mastery learning approaches is an additional five	4, 5



<p>planning in line with DfE and EEF guidance, including:</p> <ul style="list-style-type: none"> <li>• Use of NCTEM and Oak Academy resources to ensure that teaching and learning opportunities match the needs of all children, and that children are provided with multiple opportunities for consolidation and practise.</li> <li>• Use of mastery resources from NCETM</li> <li>• Additional internal maths CPD</li> <li>• Teacher release time for observing quality teaching and coaching opportunities</li> </ul>	<p>months progress, on average, over the course of a year. Studies involving primary school pupils have tended to be more effective (+8 months) than for secondary school pupils (+ 3 months).</p> <p><a href="#">Mastery learning   EEF</a></p> <p><a href="#">Teaching for Mastery   NCETM</a></p>	
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**Teaching academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £48066.62

- SaLT specialist support £5225
- 1:1 or small group SaLT interventions £2234.17
- 1:1 or small group phonics and early reading interventions £2234.17
- Assistant to SENCO a day per week £13641
- Additional full time EYFS Teaching Assistant £25,477

Activity	Evidence that supports this approach (research evidence)	Challenge number (s) addressed.
<p>Speech and Language Therapist paid to train TAs to deliver specialist speech and language programmes with groups of children.</p>	<p>Many PP children at Manor Drive who have low starting points are often behind in their speech, language and cognition from entry into school. This is a major barrier to progress – particularly with emphasis</p>	<p>1, 4</p>



	<p>on high level vocabulary and ability to communicate effectively in core subjects. Work with a qualified SaLT supporting TAs with delivering effective programmes can break down those barriers.</p> <p><a href="#">Oral language interventions   EEF</a></p> <p><a href="#">Making Best Use of Teaching Assistants   EEF</a></p>	
<p>Additional staff will be deployed in Reception to provide targeted support for disadvantaged children, enabling more frequent feedback and immediate ‘in-the-moment’ interventions.</p>	<p>Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p> <p><a href="#">Education Endowment Foundation   EEF</a></p>	1, 3, 6

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £14470.50

- 50% Pastoral Champion role £13670.50
- ELSA CPD for key support staff £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and emotion coaching to embed our school ethos and to secure an understanding of behaviours demonstrated across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF</a></p> <p><a href="#">Emotion Coaching - United Kingdom</a></p>	3



<p>PP pupils and their families will receive the support and guidance from school Pastoral Champion and external agencies to ensure additional needs are not a barrier to them learning and reaching their full potential</p>	<p>FLOs (Pastoral Champions) can provide sensitive and compassionate support to families during difficult times. They can help families feel supported and signpost them to other services.</p> <p><a href="#">Understanding the use of Attendance &amp; Family Liaison Officers...   EEF</a></p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p>	<p>3</p>
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**Total budgeted cost: £65,492**

**Part B: Review of outcomes in the previous academic year 2024-2025**

**Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

<b>End of Year 2024-2025</b>		
Attendance at Manor Drive Primary is above National with Pupil Premium children broadly in line with National.		
<b>Attendance</b>		
<b>Whole School</b>	<b>Pupil Premium</b>	<b>National</b>
95.3%	93.2%	94.1%
<p>Last year, we took a bulge year of mixed Year Three and Four children from various settings across Peterborough. This also impacted on new children joining midyear within Key Sage One. There was an increase in SEMH needs joining the school. Our emotion coaching approaches had a positive impact on behaviour and meeting the needs of vulnerable children. There was one suspension made during the academic year out of 199 pupils.</p>		
<b>Enrichment Opportunities</b>		



The children were offered a range of after school enrichment clubs across the academic year, providing equal access to Pupil Premium and non-Pupil Premium children:

Enrichment Club	Pupil Premium	Non-Pupil Premium
Art Attack (20)	11	9
Drama (20)	12	8
Techno Kids (20)	10	10
Construction (25)	15	10
Dance (25)	12	13
Eco Warriors (15)	6	9
Yoga (20)	12	8
TT Rockstars (25)	15	10
Choir (20)	9	11
Origami (20)	13	7
Outdoor Learning (20)	10	10
Story Club (20)	11	9

In 2023/24 25% of our Pupil Premium achieved GLD. This increased to 29% of our Pupil Premium children achieving GLD in 2024/25. In 2024/25 43% of our Pupil Premium achieved the expected standard in Communication and Language, two of these children joined Manor Drive significantly below the expected standard in Communication and Language. Our children begin school with significantly lower levels of Communication and Language and make rapid progress.

In maths, 71% of disadvantaged (pupil premium) children (5 out of 7) and 84% of non-disadvantaged children (41 out of 49) achieved age-related expectations, demonstrating strong early mathematical development across the cohort.

In 2024/25, seven children joined Manor Drive Primary in Year One, four of whom were Pupil Premium. Two children who were expected to pass the phonics screening check left during the year. Of the Pupil Premium children who joined partway through the year, 75% successfully passed the phonics screening check. Two of the seven new entrants did not pass, as there was insufficient time for them to fully access the Sounds~Write programme and develop the skills required to achieve.



### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Sounds Write Phonics	Sounds Write
Teaching strategies support	Walkthrus